

## Annual Report

To: Chief School Development Officer (KT) / Joint Office for Kindergartens and Child Care Centres

2023-24      School Year

### Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: St. Paul's School (Lam Tin)

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
1. School Administration	1.1 Take charge of the planning and coordination work in formulating and implementing measures related to safeguarding national security and national security education by the working group: <ul style="list-style-type: none"> <li>- to plan and formulate the related policy;</li> <li>- to coordinate the implementation of related measures among subject panels and functional teams;</li> <li>- to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on guidance and discipline; and</li> <li>- to formulate strategies and contingency measures to prevent political activities from permeating the school.</li> </ul>	A meeting was held on 26 September 2023 to review the report and plan and discuss the newly-proposed measures.  Meetings were held on 23 May 2024 and 31 May 2024 to evaluate the implementation of the work plan, refine the existing practices and explore opportunities for new initiatives.	The working group, which consists of key personnel related to learning and teaching as well as student support, had informal discussions and met regularly to review the measures and implementation related to national security education. The Vice Principal in charge of extra-curricular activities and parent liaison could be invited to join the working group.
	1.2 Review and refine the mechanism and procedures for management of school premises (including the hiring out of school facilities, board displays and regular review of the library collection) to ensure the school activities will not involve acts or activities that endanger national security.	The school-based guidelines were put in place and ran smoothly, though more measures would be needed to ensure a comprehensive supervision.	Janitors would continue to report irregularities found in washrooms while one office staff member would patrol the corridors and ground floor once a month. Posters/ Materials posted on school premises should bear the school chop.

				<p>Rooms would be inspected by form teachers and the teachers in charge once a term.</p> <p>Teachers were required to get panel heads' approval for library books/e-resources purchased. Checking of materials on the e-platforms subscribed would be done in 24-25.</p>
	1.3	Review and refine the school's mechanism and procedures for organizing activities to ensure that activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organized by alumni or PTA for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security.	The school-based guidelines ran smoothly though there were suggestions to fine tune its implementation.	There was a chance that service providers were not given the service agreements because procurement procedures were not involved. To plug the loophole, the monthly OLE form was given to the ExO who acted as a gatekeeper.
	1.4	Review and revise the crisis management mechanism in dealing with contingency issues arisen from political events or social incidents, based on school-specific context and in accordance with the latest EDB guidelines.	The procedures for handling political activities were shared with teachers in the staff meeting on 4 Sep 2023. Each teacher was given a copy of the school-based guidelines and the work plan on 24 Aug 2023.	<p>The school-based guidelines and contingency measures to deal with social incidents and prevent political activities from permeating the school was reviewed in May 2024.</p> <p>No irregular cases related to political events were observed in 23-24.</p>
2. Staff management	2.1	Facilitate the understanding of school staff on national security and national security education, through staff meetings/ EDB circulars/ diocesan circulars/ school circulars/	Information on national security and national security education published by the EDB and other credible organisations were disseminated to staff for their reference	Disseminating the related courses to the staff via email was an effective means and could be continued.

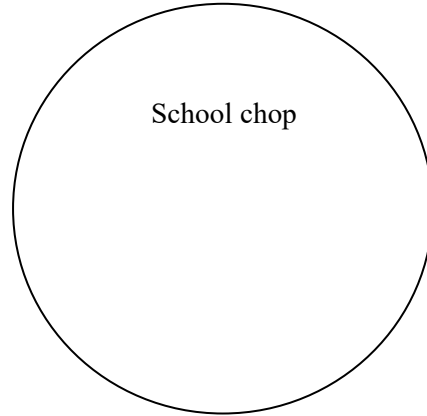
		talks or seminars (external and internal), enable staff to understand and familiarize themselves with the legislative background, provision, significance, etc. of the National Security Law, as well as relevant information disseminated by the Government.	whenever available.  Compliance with code of conduct, professional ethics and national security was regularly scrutinized on teacher, panel and school level.	Reaching out for reliable external professionals is preferred to ensure the reliability and accuracy of the information.
3. Staff training	3.1	Coordinate in-house professional development activities where appropriate and nominate teachers to attend seminars on the Constitution, Basic Law or the National Security Law organized by the EDB.	Information of EDB seminars on Constitution, Basic Law and National Security Law was disseminated regularly to the teachers. Staff members deemed appropriate were also invited to enroll for relevant courses.  A lawyer was invited to deliver a talk on national security for teachers and parents on 21 Oct 2023.	A relatively high enrolment rate in TCS courses related to Constitution, Basic Law and National Security Law was recorded, proving that the measures were effective.  The lively presentation of the lawyer, coupled with the examples given related to the school context, helped enrich teachers' understanding of the related topics.  The application for a staff development workshop organized by the EDB for Aug 2024 was unsuccessful. Such programmes would be considered again if available.
4. Learning and teaching	4.1	Coordinate the work of different subject panels and committees in the planning, implementation and monitoring of curriculum in relation to Basic Law and National Security Law education.	The NSE Working Group, which consisted of the Vice Principals in charge of academic affairs and student support, discussed and reported in the meetings the implementation of the curriculum and programmes related to Basic Law and National Security Law education.  Panel heads were requested to follow the curriculum framework issued by the EDB	The Vice Principals would further facilitate the collaboration between subject panels and/or committees.

			and include NSE topics in the scheme of work. One Vice Principal (Ms SY Liu) and Assistant Principal (Ms WY Yu) monitored the inclusion of such elements in different subject panels.	
4.2	Review and adjust the curriculum framework where appropriate and necessary, with reference to the curriculum guides published by the EDB on incorporating national security education in different key learning areas.		Subject panels made reference to the curriculum framework issued by the EDB and indicated the topics related to national security education in the schemes of work.	With reference to the national security curriculum framework and the resources on the national education one-stop portal, national security education was naturally and organically incorporated with the curriculum in different subjects.
4.3	Archive work plans/ selected and self-compiled teaching materials/ student results, etc related to Constitution, Basic Law and national security education for no less than two school years or three school years (if the school-based curriculum is designed for a key stage).  Teachers should keep a record of any school-based learning and teaching materials for inspection purpose.		Panel heads inspected and archived teaching materials related to national security education topics. Soft copy of the materials used in the latest 2 school years should be kept in the department folder. Teachers also kept a copy.	Panel heads would continue with this practice, keeping a copy of the teaching materials and including these in the electronic copy submitted to the school at the end of school year.
4.4	Promote the understanding of national security via a wide repertoire of activities, such as the online quizzes organized by the EDB. Explore opportunities for cross-disciplinary collaboration in related programmes.		Information about national security related activities organized by the EDB and other organizations were promoted. The Civic Education and Environmental Education Committee collaborated nominated students to join various activities.  A game booth about national security was set up on the National Security Education Day. Co-curricular activities promoting	Interdisciplinary collaboration in national security education would be further enhanced.

			Chinese values and culture were organized.	
5. Student guidance, discipline and support	5.1	Strengthen moral and civic education, in (i) improving students' self-management, social, communication, problem-solving and interpersonal skills, (ii) enhancing students' ability to think from multiple angles, (iii) enhance students' self-awareness and set positive personal goals, (iv) teach students to use social media in a proper way and distinguish true and false information, cultivate a sense of digital citizenship.	Activities and cross-curricular programmes tied in with moral and civic education themes were continuously organized by various subject panels and committees throughout the school year.	Students enjoyed most of the programmes which gave students some takeaway points in a fun and relaxing way.  Committees and teams would sustain their effort in planning appropriate and constructive activities in strengthening moral and civic education, as well as promoting Chinese culture and values through experiential programmes.
	5.2	Moral and ethical values, in line with the five Catholic education core values, are instilled through subjects and through co-curricular programmes.	Moral and ethical values in line with the Catholic education core values were nurtured through RE lessons and religious activities.	From the list of EDB's priority values and Catholic education core values, a few values were identified and aligned with the school's major concerns, allowing us to adopt a whole-school approach to promote the values.  Catholic education core values encompassed moral and ethical values, and these would be instilled through the formal, informal and hidden religious curriculum. Co-curricular programmes would be organized whenever feasible to deepen the value inculcation.

	5.3	A multi-disciplinary collaboration is adopted among the different committees and teams in developing students' positive values, including law-abidingness, citizenship and information literacy.	Co-curricular activities across various panels and committees were held, such as the Civic Education Day, to develop students' positive values.  Thematic activities on information literacy were led by the Civic and Environmental Education committee, which collaborated with	Values education, such as information literacy, would continue to be developed through a cross-discipline approach.
	5.4	Arrange raising the national flag as well as playing and singing the national anthem at designated occasion (before or after 1/1, 1/7 and 1/10) in compliance with EDB requirements to enhance students' sense of national identity. Explore alternative arrangements in case of inclement weather to minimize frequent cancellation of ceremonies.	Flag-raising ceremony was held every Friday during school days, and also for the designated occasions (before or after 1/1, 1/7 and 1/10), where weather permitted. Contingency plans were drafted to minimize the cancellation of ceremonies caused by inclement weather because a flag pole was purchased and placed indoors. This also allowed us to have flag raising on the Speech Day.	The Civic Education Committee would continue to implement the flag-raising ceremony with assistance from the Girl Guides and the St. John Ambulance Brigade.  Alternative arrangements were made during inclement weather and those were done smoothly for the weekly ceremonies held regularly but further improvement was needed for live broadcasting on designated occasions.
6. Home-school cooperation	6.1	Liaise regularly with the PTA executive committee, communicating with the parents on students' learning and growth issues, as well as school general policies and other relevant topics for parent education.	Parent education, such as workshops and talks, on supporting children's growth was organized in collaboration with the PTA.	A parent-child programme with theme on Chinese traditional culture was organized and was well-received by the participants. Parents who took part in the programmes promoting Chinese culture, like the Chinese Activity Day and Chinese Culture Day, appreciated the events and gave positive feedback.

				Means to disseminate and deliberate the school policies and rationale in relation to national security education would be further exhausted.
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Name of supervisor: Sr Joanna Marie Cheung

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